

CHAMINADE UNIVERSITY OF HONOLULU

EN 102:
EXPOSITORY WRITING

SPRING 2016

Instructor: Prof. Wyble
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COURSE DESCRIPTION

Instruction and practice in writing short-to-medium length expository essays and in writing from sources. Skills required for research and research writing are emphasized, such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length.

In order to provide coherence to discussions and to help students learn to collaborate, we will focus our attention in this particular section of EN 102 on a general topic for research and discussion. One of the key goals of the Marianist philosophy of education is to teach peace, justice, and service. In this course, we will work towards this goal by focusing on the general topic of work and social justice. As we critique conditions of work here in Hawai'i and throughout the world, we will begin to imagine more just forms of work than the ones that dominate our world today. My hope is that this course will both build your skills in expository writing and research and prepare you to contribute to the collective human project of making our world more peaceful and just.

REQUIRED TEXTS

1. *Literature and Work*, ed. Thomas M. Kitts, Longman, 2010/2011. (ISBN: 978-0-205-68109-9)
2. *The Craft of Research*, 3rd ed, eds. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, University of Chicago Press, 2008. (ISBN 978-0226065663)

LEARNING OUTCOMES

The following course learning outcomes are taken from the section of the 2015-2016 Undergraduate General Catalog entitled "Learning Outcomes of the Core Curriculum":

I. Clarity

A. Demonstrate paragraph and essay development in a written text:

1. Demonstrate thesis sentences,
2. Demonstrate topic sentences,
3. Demonstrate clear supporting examples for thesis sentence and topic sentences,
and

4. Demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
- B. Demonstrate organizational development in a written text:
1. Demonstrate an effective introductory paragraph,
 2. Demonstrate an effective concluding paragraph, and
 3. Demonstrate the use of transitions (internal/within a paragraph and external/between paragraphs) in a written text.
- C. Demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.

II. Originality and Research

- A. Demonstrate the ability to identify an audience and articulate an argument specific to that audience.
- B. Identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division):
 1. Demonstrate the logical structure utilizing the rhetorical techniques.
- C. To demonstrate the ability to evaluate and synthesize research information:
 1. Demonstrate the ability to evaluate the validity of source information,
 2. Demonstrate the ability to distinguish between fact and opinions,
 3. Demonstrate the ability to retrieve information from various sources (printed sources, internet sources), and
 4. Demonstrate the ability to integrate material from sources.
- D. Demonstrate the ability to research, draft, revise, and edit a research paper.

III. Documentation

- A. Demonstrate the correct use of MLA documentation:
 1. Demonstrate an understanding of the difference between a bibliography and a works cited page,
 2. Demonstrate an understanding of plagiarism, and
 3. Demonstrate the ability to cite sources within the body of a text.

REQUIREMENTS

Attendance and Participation: <ul style="list-style-type: none"> • Reading quizzes = 10% • Journal = 10% • Peer-review workshops = 10% • Group discussion leader = 5% 	35%
Essay 1	10%
Essay 2	10%
Annotated Bibliography	10%
Final Research Project	35%
TOTAL	100%

ATTENDANCE POLICY

Any more than two unexcused absences will result in the lowering of your final grade. Two unexcused tardies are equivalent to one unexcused absence. The professor determines which absences and tardies may be excused.

LATE WORK POLICY

Any late work will be lowered by one letter grade for each day the assignment is late. In-class reading quizzes may be taken late only if the absence or tardy is excused.

DIGITAL DEVICES POLICY

No use of digital devices is allowed during class time.

TENTATIVE SCHEDULE

***Additional readings and films may be assigned throughout the semester.**

LW = *Literature and Work*

COR = *Craft of Research*

Canvas = Course website on CUH's new LMS, Canvas

Week 1

Tuesday, 1/12

- Review of course syllabus.
- Watch film: *The History of Work*.

Thursday, 1/14

- Read Keith Thomas, Introduction to *The Oxford Book of Work* (Canvas).
- RQ1 (Reading Quiz #1) and book check.
- Assign Essay 1.
- Watch film: *The History of Work*.

Week 2

Tuesday, 1/19

- Read Studs Terkel, from *Working* (LW 80-84 and 210-217).
- Read Henry David Thoreau, from "Life without Principle" (LW 19-21).
- RQ2.
- Watch short film: *The Good Life*.

Thursday, 1/21

- Submit draft of Essay 1
- Peer-review of Essay 1.

Week 3

Tuesday, 1/26

- Read Barbara Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (LW 96-114).
- RQ3.
- Watch film clip from *The American Ruling Class*.

Thursday, 1/28

- Submit Essay 1.
- Assign Essay 2.

Week 4

Tuesday, 2/2

- Read Herman Melville, “Bartleby, the Scrivener” (LW 255-281).
- RQ4.
- Watch short film: *Salaryman 6*.
- Watch short film: *El Empleo (The Employment)*.

Thursday, 2/4

- Read Upton Sinclair, from *The Jungle* (LW 121-127).
- RQ5.
- Watch film: *La Ciudad (The City)*.

Week 5

Tuesday, 2/9

- Submit draft of Essay 2.
- Peer-review of Essay 2.

Thursday, 2/11

- Read William Morris, “Useful Work, Useless Toil” (Canvas).
- RQ6.

Week 6

Tuesday, 2/16

- Submit Essay 2.
- Assign Final Research Paper.
- Read Edward Beechert, “Ancient Hawaii,” from *Working in Hawaii* (Canvas).
- RQ7.
- Read *The Craft of Research* (COR): Prologue; Ch. 1, “Thinking in Print”; and Ch. 2, “Connecting with Your Reader” (1-27).

Thursday, 2/18

- Read Ronald Takaki, excerpt from “A New World of Labor,” from *Pau Hana* (Canvas).
- RQ8

Week 7

Tuesday, 2/23

- Read COR: “Planning Your Project” and Ch. 3, “From Topic to Questions” (29-50).
- Read “The Aims and Means of the Catholic Worker Movement” (Canvas).
- RQ9.
- Watch *Shift Change*.

Thursday, 2/25

- Read COR: Ch. 4, “From Questions to a Problem” (51-67).
- Watch *Shift Change*.

Week 8

Tuesday, 3/1

- Submit topic proposals for Final Research Paper.

Thursday, 3/3

- Research workshop (in library).
- Read COR: Ch. 5, “From Problems to Sources” (68-83).

Week 9

Tuesday, 3/8

- Research workshop (in library).
- Read COR: Ch. 6, “Engaging Sources” (84-101).

Thursday, 3/10

- Submit working Annotated Bibliography for Final Research Paper.
- Read COR: Ch. 7: “Making Good Arguments: An Overview” (103-119).
- Read COR: Ch. 8: “Making Claims” (120-129).
- Read COR: Ch. 9: “Assembling Reasons and Evidence” (130-138).

Week 10

Tuesday, 3/15

- Read COR: Ch. 10: “Acknowledgments and Responses” (139-151).
- Read COR: Ch. 11: “Warrants” (152-170).
- Read COR: Ch. 12: “Planning” (171-186).

Thursday, 3/17

- Submit outline of Final Research Paper.

Spring BreakWeek 11

Tuesday, 3/29

- Read COR: Ch. 13: “Drafting Your Report” (187-202).

Thursday, 3/31

- TBA

Week 12

Tuesday, 4/5

- Read COR: Ch. 16: “Introductions and Conclusions” (232-248).
- Read COR: Ch. 14: “Revising Your Organization and Argument” (203-212).

Thursday, 4/7

- Submit draft of Final Research Paper.
- Peer-review workshop.

Week 13

Tuesday, 4/12

- TBA

Thursday, 4/14

- Submit revised draft of Final Research Paper.

Week 14

Tuesday, 4/19

- Individual conferences.

Thursday, 4/21

- Individual conferences.

Week 15

Tuesday, 4/26

- Read COR: Ch. 17: “Revising Style” (249-269).

Thursday, 4/28

- TBA

Final Exam Week

Monday, 5/2, 3:30 p.m., location TBA

- Submit final edition of Final Research Paper.